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ABSTRACT

Research entered into the ERIC system in the 1980s strongly endorses supplementary home instruction as a way for parents to improve their children's chances of success in school. At children's earliest ages, parents seem most successful when provided with information on child development and activities useful at certain stages of children's development. With preschoolers, the research supports reading aloud to children, encouraging exploration of the concrete world, and expanding children's experiences through trips, home activities, and viewing and discussing television together. When children enter school, parents can pursue supplementary activities sent home by teachers for the first three grades and reinforce school activities for the remaining grades. Throughout their children's growing years, parents of the most successful children model behaviors most likely to help them do well--being hardworking and active, doing their best, putting work before play, and stressing self-discipline. Other helpful parent characteristics include being interested in children's interests, listening to children, being responsive to them, and respecting children even when they make mistakes. (76 references) (Author/MLH)

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HELPING PARENTS TO HELP THEIR CHILDREN SUCCEED IN SCHOOL

WHAT RESEARCH SAYS ABOUT SUPPLEMENTARY HOME INSTRUCTION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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HELPING PARENTS TO HELP THEIR CHILDREN SUCCEED IN SCHOOL --
WHAT THE RESEARCH SAYS ABOUT SUPPLEMENTARY HOME INSTRUCTION

SUMMARY:

Research entered into the ERIC system in the 1980s strongly endorses supplementary home instruction as a way for parents to improve their children's chances of success in school. At the earliest ages, parents appear to be most successful when professionals provide them with information on child development and with activities that are especially useful at certain stages of children's development. With preschoolers, the research supports reading aloud to one's children, encouraging exploration of the concrete world, and expanding children's experiences through trips, home and family activities and viewing and discussing television together. When children enter school, parents can pursue supplementary activities sent home by teachers for about the first three grades and then assume a supportive role to reinforce school activities for the remaining grades. Throughout their children's growing years, parents of the most successful children model behaviors most likely to help them do well -- being hardworking and active, doing one's best, believing that work comes before play and stressing self-discipline. Other characteristics of parents whose children succeed include taking an interest in and supporting their children's interests, listening to their children and being responsive to them, and respecting their children even when they make mistakes.

INTRODUCTION:

"A 'quiet revolution in education' is providing families with timely, practical information they can use in teaching their young children and fostering optimal development (which) may be the wisest and least expensive investment that can be made to improve our schools." So says Mildred M. Winter, director of Missouri's Parents as First Teachers program. In a new publication sponsored by the National School Board Association (1988), Kristen Amundson writes, "Parents are their children's first and most influential teachers. During the first 18 years of life, children spend only about 13 percent of their waking hours in school and 87 percent of their waking time under the control of their families." And many others agree. Dorothy Arnzen and John Verduin, Jr. write that, "A new paradigm would truly emphasize that lifelong learning, in fact, begins at birth, with parents being the first teachers. Benefits accruing to both parents and young children will emerge from this true lifelong learning model." A reading researcher even rhapsodizes in a U.S. Department of Education Reading Commission report, "A parent is a child's first tutor in unraveling the fascinating puzzle of written language. A parent is a child's one enduring source of faith that somehow, sooner or later, he or she will become a good reader."

These and other entries into the ERIC system in the 1980s are summarized in this paper, along with information from other recently published sources. The purpose is to provide school staffs with data to consider in designing their own outreach to parents and in developing programs to assist parents in helping their children to be successful in school through supplementary home instruction.

BACKGROUND:

The Harvard Preschool Project was established in 1965 to study how early childhood experience influences the development of a child's abilities. This project led to the establishment in 1978 of the Center for Parent Education, a parent training program which coined the term (and defined the concept) of "parents of the new child as his first teachers." The Center advocated the development of an educational support service to foster training for parents of very young children. The Missouri Department of Elementary and Secondary Education subsequently implemented a "New Parents as First Teachers" program in 1981. The Missouri Commissioner for Education Arthur Mallory said, "By beginning early and working with families on a regular basis...it is possible not only to prepare children for success in school, but also to aid young families in their development." Over 90% of the original 300 families remained in the program to its conclusion, and a random sample of their children scored higher than other children and above national norms by age three. In 1985 the Missouri legislature funded the program for schools across the state (albeit at only 20% of the amount budgeted per family in the pilot). According to a syndicated news story on April 16, 1989, the program, re-named "Parents as Partners," now has 53,000 participating families in Missouri.

In our own state, following 1987 legislation, 17 institutions are implementing "Even Start" programs (many at two or more sites), integrating parent literacy and basic educational skills training with parenting skills education for qualifying families -- those whose children are enrolled in Head Start, the state Early Childhood Education and Assistance program, a cooperative nursery, certain bilingual/ESL or special needs programs or certain other K-8 basic skills remedial programs. (See Chapter 392-315 WAC.) The governor is proposing a $1.1 million enhancement to the Even Start program in the 1989 legislative session.

ISSUES:

Issues surrounding supplementary home instruction seem to focus on teacher attitudes, questions of parent competence and the cultural relevance of parent teaching information to many of the parents receiving it.

A 1982 study of home/school relations by Henry Becker and Joyce Epstein showed that elementary teachers generally do not favor parent involvement in teaching at home. However, those teachers in the study who <u>did</u> encourage such activity at home were able to work successfully with parents of all socioeconomic levels.

Teachers who did not favor this type of parent involvement held negative stereotypical views of the ability of lower-class parents' ability to cooperate with teachers and manage educational activities at home.

Correlations between socioeconomic status and school performance over many years have led to doubt that lower class parents will be effective in supplementary home insruction. However, a host of researchers and reviewers of the research dispute this view. The U. S. Department of Education says in What Works: Research About Teaching and Learning that "Indeed, the 'curriculum of the home' is twice as predictive of academic learning as family socioeconomic status...What parents do to help their children is more important to academic success than how well-off the family is." Becher notes that, "The first principle apparent in successful parent involvement programs is that these programs recognize and value the important contributions parents already make to their children's development and education, regardless of the parents' educational and economic backgrounds." Guinach and Gordon, who taught low-income parents developmental activities to use with their children up through the age of three, were able to document "significant improvements in student achievement and performance" up to six years later, even though the original sample of children was taken from the roster of parents marked "indigent" at the hospital where the children were born. Washington State's Even Start program is based on the assumption that parents of so-called "at-risk" children, who may themselves be illiterate or semiliterate, will be successful in supporting their children "in the learning process" after receiving training, while becoming literate themselves. The Missouri project staff observes that, "most parents, regardless of socioeconomic status, educational level or cultural background, are eager to receive the information and support they need to be effective in the role as their children's first and most important teachers."

The issue of cultural relevance of parent teaching information is currently being addressed by the Even Start staff, which is compiling a resource book of culturally relevant materials for use in their parent education programs across the state.

An earlier edition of What Works was criticized as applying only to middle class families ("only helps white, middle class kids"). The charge was considered significant enough for then-Secretary Bennett (now Drug Czar) to write a rebuttal in the preface to the 1987 edition saying in part, "Many schools, located in desolate inner city neighborhoods, know and practice what works...Many of the findings in What Works come from 'effective schools' research that was done primarily to determine what kinds of schools help poor, disadvantaged and minority children the most." In any case, the Department of Education then made plans to publish "another volume on what works for disadvantaged youngsters."

OUTREACH TO PARENTS:

Winter believes that "even without a state initiative, some form of Missouri's Parents as First Teachers program could be implemented in most school districts throughout the country. To involve parents in a conscious effort to assist their children to be successful in school, she suggests that schools begin with a "congratulatory message...on the birth of a child...A visit by an administrator, teacher or trained volunteer to deliver information on child development and early learning would be an effective follow-up...A corner of the school library might be allocated to parents for articles and books on parenting and recommended books for reading aloud to children." (A quick check of public libraries in the ESD 189 service area demonstrates that such materials are readily available there already. See the appendix for a sample listing of some of these materials.)

In an article on the home-school relationship in the Spring, 1989 issue of Management Information (SIRS), James Howard of West Valley School District recommends a number of other outreach strategies, based on his study of parents in different family structures. He suggests:

> "Provide 'brown bag seminars' at lunch for major employers in the area. A school staff member could discuss school and parenting topics for working parents at the company.
>
> "Coordinate with the elementary schools to provide in-school babysitting for parent conferences and evening meetings."

In the NSBA publication, Amundson notes that in Dade County, Florida, the superintendent sends a letter to parents of all children who will be entering kindergarten in the fall, giving them information about activities which they can use with their children over the summer to prepare them for school. Teachers meet with parents of first-graders to "outline skills to be taught during the year and offer suggestions for at-home learning to support first grade learning objectives." Calendars of suggested at-home learning activities and community "field trips" are also given to parents.

A successful dissertation study in Maryland encouraged parents to supervise children's home learning activities by providing parents with information about skills children were learning in kindergarten, providing materials for parents to use in helping children practice those skills and conducting a "practicum" to help parents develop "helping and evaluation techniques.

Some of the recommendations for outreach to parents take a more complex form, to address what is seen as a more profound set of needs among parents of those children who are "at-risk" of failure in school. In our state and others, for instance, there is a strong movement toward interagency collaboration for coordinating health, education and social services to children and young parents. As a feature article in the March 15, 1989 Education Week points out, schools are in a "strategic position" to collaborate with others to serve "at-risk" children, in a range of programs from those serving disabled infants and toddlers to drug and alcohol programs, welfare and teen parent dropout prevention programs. The article quotes many national and state agency spokespersons engaged in exploring such efforts, including New York Schools Chancellor Richard Green, who identifies the school as "the most important institution in ensuring and guaranteeing that there's a place of safety and development for young people and young families."

A recent example in our own area is a "ParentTalk" seminar held in Everett, sponsored by the Everett Clinic and Providence Hospital and bringing together representatives of public schools, community colleges, a law firm, the district attorney's office, The Luther Child Center and the Seattle Center for Ethics and Urban Policy. (See appendix for availability of a videotape of this seminar.) This program addressed "ways parents can encourage mental and physical health in their children" as well as the topics of child care, at-risk children and abuse prevention.

Education Week's March 15, 1989 "Commentary" reviews the difficulties inherent in blending different agencies' perspectives, language, structure and communication styles, but adds that at least school staff "should have a working knowledge of the mission and services of other agencies...This can happen only when educators have regular access to staffs of these groups." Suggestions to schools for making such collaborative efforts work include: establishing strong leadership, perhaps coordination by a "neutral group--a branch of the mayor's or governor's office, or a nonprofit organization;" rewarding staff for preventing problems as well as for solving crises; and sharing credit through such activities as joint press conferences to announce new programs or the results of successful programs. Outreach of this sort to parents will take a considerable effort but may produce more useful results for children in so-called "at-risk" categories.

INFORMATION TO HELP PARENTS WITH SUPPLEMENTARY HOME INSTRUCTION

Several reviewers of research on parent involvement have identified overall parent actions which improve children's chances for success in school. Anne Henderson of the Citizens Education Center Northwest summarizes the research this way in The Evidence Continues to Grow: "When parents show an interest in their children's education and high expectations for their performance, they are promoting attitudes that are keys to achievement, attitudes that can be formed independently of social class or other external circumstances...Schools can encourage parents to work with their children and provide helpful information and skills, thereby reinforcing a positive cycle of development for both parents and students. The studies show clearly that such intervention, whether based at home or at school, and whether

begun before or after a child starts school, has significant, long-lasting effects. These effects vary directly with the duration and intensity of the parent involvement."

Other reviewers come to similar conclusions.

Rhoda McShane Becher, in Parent Involvement: A Review of Research and Principles of Successful Practice pinpoints the behavior of parents whose children demonstrate "higher levels of achievement, competence and intelligence" in school. The parent behaviors she found to be "major factors...significantly related" to children's achievement are:

Having high expectations and aspirations for their children

Exerting pressure, providing guidance and exhibiting a high level of "general interest in their children"

Being responsive to their children

Perceiving themselves as "teachers" of their children

Using "more advanced organizing information, more detailed instruction, and more verbal variety", providing "more explanations and reasons when correcting their children" and providing "more assistance in the development of problem-solving strategies by their children"

Acting as strong models of learning and achievement for their children

Reinforcing school behavior

The NSBA booklet describes how Benjamin Bloom developed a team of researchers who interviewed especially accomplished adults and documented the significance of home environment on the development of their talents. The qualities modeled by parents of these successful people included being "hardworking and active," emphasizing "doing one's best," believing that "work comes before play" and stressing "self-discipline."

The information in ERIC and other publications about more specific ways parents can best work with their children at home divides roughly into three categories by the children's age: 1) Birth to age three, 2) Preschool age and 3) School age.

Birth to Age Three:

Winter identifies the major areas of very early childhood development in which parents can foster growth. These are:

Language development: "By age three, most children have the potential to understand about 1,000 words -- most of the language they will use in ordinary conversation for the rest of their lives."

Curiosity: "Curiosity...is a key to successful learning...can be suppressed dramatically or forced into aberrant patterns" at ages two or three, or its potential for motivating a child to learn may be fostered by a watchful parent.

Social development: "The socially competent three-year-old is...comfortable with most people, uses adults as resources, shows pride in achievement and can lead, follow and compete with agemates." Parents can help the child to learn these behaviors.

Cognitive intelligence: "During the first three years, children learn the basic skills they will use in all of their later learning...handling things, solving problems, and learning about cause-and effect relationships (such as flipping a light switch). The well-developed three-year-old has the capacity to deal with ideas, can predict upcoming events and is beginning to be able to see the world from another's viewpoint." Parents can assist the child in acquiring these skills.

Activities used in researchers Barry Guinagh's and Ira Gordon's successful work with low-income children from three months of age to three years are published in BABY LEARNING THROUGH BABY PLAY and CHILD LEARNING THROUGH CHILD PLAY. BABY LEARNING includes games designed to help the baby develop "basic skills" such as focusing the eyes, coordinating eye and hand and distinguishing between almost identical objects, following which the baby is encouraged to use these skills in exploring and learning that "learning is enjoyable." CHILD LEARNING provides games which parents may use in encouraging "intellectual and language development," such as sorting and matching, understanding patterns, developing physical coordination and creative activities. (Both these documents are available in the ERIC collection.)

The Missouri pilot project, as reported by Michael Meyerhoff and Burton White in 1986, highlighted some lessons for parents to bear in mind when working with their young children in these areas. With language development, the Missouri project staff discovered that "in homes where children were developing impressive linguistic abilities, we noticed that the parents had talked to them a lot from birth." Successful parents used everyday occurrences (not vocabulary-building exercises) as occasions for exposing their children to new and useful words. Parents whose children "were developing impressive intellectual abilities" did not restrict children from pursuing their curiosity, but made the home safe for them to explore. "In this way, children were given access to a large and interesting environment." Parents let children help and participate in activities in the kitchen and the neighborhood, "allowed their children to indulge their natural curiosity and then followed whatever leads the children provided." Regarding social skills, staff observed that "in homes where children were developing into people who were both bright and a pleasure to live with...parents were not afraid to set realistic but firm boundaries...and they started doing so before the first birthday...at about eight months of age. We also learned that consistency in setting such limits often was overrated as compared to persistency."

Today the Missouri "Parents as Partners" project highlights three parent activities with babies, according to a newspaper account:

1) Respond to the infant's cries; "teach the newborn that somebody is wild about him" (says Winter).

2) "Talk to the baby as much as possible...Immerse a child in language."

3) Respond to "a baby's natural fascination with the human face."

Child Development Stages, the third in a series on parenting education for American Indians, outlines the child's stages of development from birth to five years and identifies a role for parents in developing the child's self-image, sense of responsibility, helpfulness, resourcefulness, and decision-making and problem-solving skills. Sponsored by the National Center on Child Abuse and Neglect in 1981, the booklet is somewhat didactic in tone, but presents a clear picture of the cultural values which are commonly stressed in our public schools -- individualism, assertiveness, self-confidence, keeping a "good sense of humor about things," etc.

Preschool Age:

Amundson tells us that, "Parents with high educational aspirations for their children are more likely to provide developmental experiences before the children ever arrive at the schoolhouse door. Henderson says, "(even) children whose background places them 'at risk' of failing or falling far behind will outperform their friends for years if their parents are given training in home teaching techniques." The effects of this early stimulation can last for years." Research published in ERIC indicates that some types of preschool stimulation may be especially productive.

Samuel G. Sava, in "'Curriculum' for Preschool," (Education Digest, March, 1989) stresses that "visible, audible, tangible THINGS -- these are the raw materials that the preschooler's mind processes for growth," and should be the content of the preschool experience parents provide, rather than attempts to jump the gun with reading, writing and numbers. Others agree. David Elkind, in Educational Leadership (November, 1986), cites three studies which demonstrate that "introducing children to formal instruction in the three Rs (involving pencil-and-paper tasks) after the age of five is more beneficial than doing so earlier." Mary Ann Dzama and Robert Gilstrap, writing in PTA Today (April, 1984), list five ways to help a preschool child become ready to read:

"Talk with and listen to your child.

Read to your child.

Be a reading model for your child.

Play with your child.

Take your child on field trips."

On the other hand, in What Works the U.S. Department of Education advocates encouraging "very young children (to) take the first steps toward writing by drawing and scribbling or, if they cannot use a pencil, (to) use plastic or metal letters on a felt or magnetic board...others may dictate stories into a tape recorder or to an adult who writes them down and reads them back." The Department cites as a "research finding" that "Children who are encouraged to draw and scribble 'stories' at an early age will later learn to compose more easily, more effectively and with greater confidence than children who do not have this encouragement."

Other writers believe the development of personal and social skills is most appropriate for preschoolers. In "A Sense of Real Accomplishment: Young Children as Productive Family Members," Young Children, November, 1985) Charlotte Wallinga and Anne Sweeney suggest teaching young children self-reliance, "healthy self-concept" and productivity by involving them in household tasks. Their project demonstrated that four-year-olds could successfully set the table, vacuum, sort clothes, clean the bathroom, turn off lights to save energy and wake up to an alarm clock. (Sava - see above - would approve of this emphasis on THINGS.)

Elisa Klein and others (Young Children, July, 1988) tell us that when children first get to school, they soon begin to distinguish between work and play, even when work is disguised as a "game". (The children she studied identified work as activity which is "structured by an adult" and play as activity which the children are allowed to control.) These children are also much more concerned about how to "fit into the intricate relationships with the peer group" than about how to adjust to school routines. These findings suggest to Klein that parents should help children to prepare for "the serious business of school" by learning to distinguish between world-of-work activities and play, and by learning communications skills through lots of interaction with their peers.

Most sources recommend that parents of preschoolers read to their children. "Parents should read to preschool children and informally teach them about reading and writing. Reading to children, discussing stories and experiences with them, and keeping it light; helping them learn letters and words leads to eventual success," suggests the U.S. Commission on Reading. "Reading is Fundamental" (RIF), a nonprofit organization which works through schools and community groups, helps parents to work with their children on books brought home from school, listening to the children read and discussing books with them. Information about this program is contained in a publication by the Oregon

School Study Council, "Involving Parents in the Education of Their Children." This booklet also describes "Family Math," a program which offers parents training so they may help their children develop an understanding of math concepts, through activities, exercises and puzzles.

The school may also encouraged parents to join their children in watching instructional television programs like "Sesame Street" which have been well documented to improve reading readiness, attending skills and "prosocial behavior" as well as teaching both preschoolers and elementary age children specific content. Some studies reviewed by Daniel Anderson of the Children's Television Workshop in 1985 indicated that contrary to a common supposition that television decreases children's attention span, "viewing of 'Sesame Street' in particular is associated with an increase in desirable attention skills and behaviors." At all ages, however, the research clearly indicates that a critical factor in what a child will learn from television both in and out of the classroom, is the presence of a mentor (such as a parent of teacher) who shares in the viewing and discusses what is seen with the child. Research on "Sesame Street" has demonstrated, for instance, that the children whose mothers watch with them watch the program the most. Those who watch the most gain the most in the skills intended to be taught (numbers, letter forms, classification, problem-solving) and in developing the attitudes intended, such as positive attitudes toward people of other races. The U.S. Department of Education, in What Works, echos this finding: "When an adult selects and monitors a child's TV viewing -- answering questions, explaining words, concepts or twists and turns of the plot -- the child's verbal, reading and writing skills often increase."

Some writers, like Bill Price (PTA Today, May 1986) advise other activities with preschoolers, in his case developing "quality movement skills" such as "body and movement awareness skills" (knowing how body parts move, "space awareness," knowing right from left), balance, coordinating vision with using hands and feet, and physical fitness activities.

In the "for what it's worth" department Amundson cites a 1982 study in which it was found that "parents of young children of average intelligence read to their children an average of 7 to 8 minutes a day; parents of young gifted children spent 21 minutes, on average, reading to their children."

More helpful, perhaps, for "parents of precocious preschoolers (who) are acutely aware that these youngsters have pressing needs that must be met," is advice from Susan Baum in G/C/T (July/August, 1986). Both disciplining these children and helping them develop their potential are active concerns for their parents, she says. The keys to discipline, she advises, are 1) remembering "that these extraordinary youngsters are children and will often behave childishly," and 2) setting "a few broadly defined limits" and enforcing them consistently, assisting the children to consider options and choose solutions rather than forcing them to back down when they "get themselves into impossible situations." To stimulate intellectual potential, she suggests a range of activities such as "Kitchen Chemistry, Playground Physics, Table Talk," and several general principles to follow in developing other activities:

Use learning-by-discovery techniques, asking "the child to draw conclusions based on observation and experimentation."

"Be enthusiastic and supportive of the children's interests...help them gather information they crave on any topic."

"Expose these youngsters to the world...provide comparisons for them -- linking new ideas to what is already known...encourage questions. Be honest when you don't know the answer, but be willing to help your youngster to find out."

In fact, these suggestions for working with gifted and talented children would seem to have wider application and could well be used by parents with preschoolers.

School Age:

"Early-age intervention programs tend to be centered in the home, while programs for school-age children shift their focus to the classroom and emphasize how parents can reinforce school learning," according to Lawrence Lezotte, who abstracted a review of 36 studies of the relationship between parent participation and student achievement for his Effective Schools Research Abstracts in 1986-87. Or, as Beth Satte writes in Education Digest in January, 1989: "Through Grade 3, parents can usually master the content. Children at this age still view their parents as teachers. Beyond that age, parents are not as comfortable with direct teaching...(and) it appears that parents do not have to be involved directly in the teaching role. Gains have been reported when parents function in a support role to encourage learning." As Anne Henderson puts it (citing Barth and Karraker), "Older children whose progress starts to wobble can be straightened out by home reinforcement techniques, where parents reward good performance."

Amundson passes along the now-familiar advice to parents from a review by Herbert Wallberg of some 2500 studies of parents' behavior which improved children's school performance. Parents of school age children should:

Provide books and a place for studying.

Observe routines for meals, bedtime and homework.

Monitor the amount of time spent watching television.

Limit the hours for after-school jobs.

Discuss school events with your children.

Help your children meet deadlines.

Another writer, Colin Greer, suggests eight ways "You Can Make Your Child a Better Student:"

Read to your child.

Talk to your child.

Do things together.

Respect your child. ("Let your child know that making a mistake is OK; you make them too.")

Be an example for your child.

Get to know your child's teachers and principal.

Help make your child's school a community institution. (...Help make things happen...(with) connections to the community.")

Encourage your child to learn from other children.

In San Juan Capistrano, California, a program called "Homework Plus" is funded by a private industry foundation. Elementary teachers send home one-page assignments weekly or monthly for parents and students to work on together. Parents are "learning along with children in a simple way that is non-threatening," says one of the project directors.

Reading to school age children apparently remains both popular and useful in the early grades. Amundson summarizes another study, typical of many, which found that "when parents read to young children four to seven times per week, their children's reading achievement scores were significantly higher than children of parents who did not read to them that often."

Perhaps the most useful single document for parents of school age children is, however, "How to Help Your Children Achieve in School," produced by Claire Weinsten and others for the National Institute of Education in March 1983 and distributed in this state by the Superintendent of Public Instruction several years later. A copy of this material is attached for your use. It may be reproduced with proper credit for use by parents in your district.

- J. Newman
ESD 189

SOME RESOURCES FOR SUPPLEMENTARY HOME INSTRUCTION

Allen, Cheri, "Learning is a Family Affair: Guide for Parents of Young Children," Maine State Department of Educational and Cultural Service, 1984. (ED 272303)

"Calendar of Reading, Writing and Mathematics Skills, Grades K-3, 1984-85: A Guide for Parents," Michigan State Board of Education, 1984. (ED 254324)

Cansler, Dot, "The Home Stretch," Bureau of Education for the Handicapped; Children's Bureau (DHEW), Washington D.C., 1982. (ED241124) (preschool: variety of experiences)

Friesen, Sharon, "Bridges to Learning: A Guide to Parent Involvement," Alberta Department of Education, 1986. (ED 272313)

Gordon, Ira J., Baby Learning Through Baby Play: A Parent's Guide for the First Two Years, St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 ($6.95), 1970.

Gordon, Ira J. and others, Child Learning Through Child Play: Learning Activities for Two and Three Year Olds, St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 ($6.95).

Help at Home for Learning in School, New Jersey Department of Education, Distribution Services, 225 West State St., CN 500, Trenton, NJ 08625 ($3.25).

"Home Secrets: Lessons for First Grade," Southwest Educational Development Lab, Austin, TX; Toppenish School District, WA, 1983. (ED245789)

"ParentTalk" (videocassette of April 22, 1989 interagency seminar in Everett -- See page 5), available for loan at public libraries throughout Snohomish County.

Sumner, Gail, "Child-Made Home Learning Games for V.I.P.'s," Day Care and Early Education, Spring, 1986. (EJ 337959)

"What If I'm Home Alone?", Corporation for Public Broadcasting, Department P, P. O. Box 33039-LK, Washington D.C., 20033. ($1.00)

Wilson, Elaine and Rosemary Good, "Lickin' the Bowl," Oklahoma State University, 1981. (ED 241472) (preschool: nutritious foods, language, mathematics, science, reading, motor skills)

A SAMPLE OF BIRTH-TO-THREE MATERIALS AVAILABLE IN PUBLIC LIBRARIES IN ESD 189 SERVICE AREA

Everett: (downtown)

Barbe, Walter B., Growing Up Learning: The Key to Your Child's Potential, Highlights for Children, Acropolis Books, 1985.

Butler, Dorothy, Babies Need Books, Atheneum, 1985

Daniels, Joan M., Fun with Action Stories: Physical Activities and Pantomimes for Young Children, T. S. Denison, 1982.

Doman, Glenn, How to Teach Your Baby to Read: The Gentle Revolution, Better Baby Press, 1979.

Eastman, Peggy, with John L. Barr, M.D., Your Child is Smarter Than You Think, Morrow, 1985.

First Steps Toward Reading, Time-Life Books, 1987.

Glazer, Susan Mandel, Getting Ready to Read: Creating Readers from Birth Through Six, Prentice Hall, 1980.

Glazer, Tom, Music for Ones and Twos, Doubleday, 1983.

Hainstock, Elizabeth G., Teaching Montessori in the Home, Plume Books, 1968.

McCue, Lois, Learning Through All Five Senses: A Language Development Activity Book, Gryphon House, 1983.

Munger, Evelyn Moats and Susan Jane Bowden, Childplay: Activities for Your Child's First Three Years, E. P. Dutton, 1983.

Ourselves and Our Children: A Book By and For Parents, Random House, 1978. (Health)

Segal, Marilyn and Don Adcock, Just Pretending: Ways to Help Children Grow Through Imaginative Play, Prentice Hall, 1981.

Shea, Jan Fisher, No Bored Babies: A Guide to Making Developmental Toys for Babies Birth to Age Two, Bear Creek Publications, 1986.

Thomas, Marlo, Ed., Free to Be a Family, 1987.

Trelease, Jim, The Read-Aloud Handbook, Penguin Books, 1982.

Warren, Jean, Cut and Tell: Scissor Stories for Spring, Totline Press, 1985.

White, Burton L., The First Three Years of Life, Prentice Hall, 1985.

A SAMPLE OF BIRTH-TO-THREE MATERIALS AVAILABLE IN PUBLIC LIBRARIES IN ESD 189 SERVICE AREA (continued)

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